

INTER-LAKES SCHOOL DISTRICT COMMUNITY CONVERSATIONS - SUMMARY -

We invited Students, Parents, Guardians, Community Members, Staff, and School Board Members to join us in updating and evolving our shared vision for the future of our schools.
Events were held in Center Harbor, Meredith, and Sandwich.



3 TOWNS

Center Harbor,
Meredith, Sandwich



3 SCHOOLS

Inter-Lakes Middle High,
Inter-Lakes Elementary,
Sandwich Central



1 DISTRICT

Inter-Lakes School
District



1 COMMUNITY

Inter-Lakes



3 OPPORTUNITIES

Type of Participant	Totals	Meredith	Center Harbor	Sandwich
Staff	38	13	12	13
Parent	20	4	2	14
Community	10	2	6	2
Staff and Parent	4	1	0	3
School Board	5	2	2	1
Local Selectmen	2	1	1	0
TOTALS	79	23	23	33

2026

April 8 – Meredith
Inter-Lakes Middle High School

April 16 – Center Harbor
Center Harbor Town Hall

April 22 – Sandwich
Sandwich Central School



VISION



LIKE

- Value student choice in “guide their own learning”
- Inclusion of academic and personal competencies
- Develop command of academic and personal competencies
- Important for students to apply their knowledge to “new learning” beyond high school
- “Guided by Foundational Principles”
- Very well written, “develop command and confidence” but “and confidence” may not be necessary
- Mutual engagement between school and community

TWEAK

- Develop independent thinking
- Vision is missing engagement with the community and society
- Students thrive in the community, in their learning, contributing to the collective growth
- Be clear – The ILSD provides...then, this is “guided by...”
- Change word “command of” to “their” to make language clearer
- Vision = more forward thinking or focused language. Change from present tense to “will provide” or “strive towards” as an example
- Vision run on sentence and a little confusing; like the sentiment

DISAGREE WITH

- Guide learning – hope for students to have more voice in their learning; 50% of students on YRBS don't feel they have a say

MISSION/PURPOSE

LIKE

- List of hopes for our students
- Perfect
- Emphasis on life-long learning
- Skillful communicator
- Cultivate student's academic and personal growth
- Focus on citizenship
- Continuous development – encourages students to constantly challenge themselves
- How explicit this is in stating the mission and purpose

TWEAK

- Define the word “freely”
- Do we need and after communicators (just use comma)
- Should District be capitalized?
- Addition of empathy and compassion
- Adversity = challenges
- Continue to measure students through grading system
- Curiosity – follow the threads until you see an answer
- How do learners use their growth to work in society?
- Add something about contributing to the community
- “Self-reliant” – this phrasing discourages interpersonal work rather than emphasizing the need to be functional, ethical, and communicative

DISAGREE WITH

- Unsure about the word “adversity”
- All three categories (mission/vision/principles) language seems very focused on the student guiding everything student centered (goal) vs. student led (current way it reads)

- Resilient in the face of adversity
- Drive to focus on continuous development
- “Life long learners” – encourages interest/curiosity, fostered by a space to explore those interests
- Self-reliant
- Mission – freely access (keep this, push back)
- Purpose – love these goals
- Words and concepts given: cultivate academic and personal growth, empowering, collaborators, engaged

- Remove the word “that” not necessary
- Separate mission and purpose or strike first sentence – second sentence is more powerful/covers the first
- Become self-reliant and life-long learners is different from self-reliant, and life-long learners
- Mission – the word “ensure” strikes me as too definitive
- Mission maybe too long – does it need the word public? Implied is there a minimum standard, the start of growth?



FOUNDATIONAL PRINCIPLES



LIKE

- Well rounded: social, emotional, academic
- Inclusive language throughout
- Appreciate that excellence is defined
- Continuous professional learning
- Like shared responsibility focus with families, staff, community, students
- Culture of Excellence – like intentional action
- Strength – recognizes every student as unique and capable of learning, embrace opportunities and challenges; maintain teaching staff; cultivate responsibility for natural environments
- “Model the ability to resolve conflict productively”
- Anchor relationship between school and community
- Focus on many different domains
- Student accountability and ownership
- Respect, dignity, safety, data informed, evidence based
- Love the first paragraph and layout

TWEAK

- Better define what “fiscal responsibility” means
- What is meant by rigorous? Challenging?
- Debate and challenge in a positive manner
- Add compassion and empathy to interpersonal
- Create opportunities for more community connections
- Define “natural environment”
- Balance cost to taxpayer with need for facility upgrades



TWEAK continued

- Evidence would suggest that by providing rigorous, differentiated, and evidence based approaches you will create engagement – maybe think about rewording third bullet
- How do we measure our Physical Principles around providing facilities that support our needs?
- Happy children
- Simplify where possible
- Add – the District builds funds for capital improvement
- Define what you mean by data – student scores, state scores, other?
- Maintain understanding about different or unique learning styles
- "Resolve conflict productively" – effective would be a better word choice – "productively" implies choosing the fastest or easiest solution rather than the best
- Professional Learning and Development should also promote and encourage personal and professional fulfillment that will serve to enhance student outcomes
- Recognize and celebrate neuro-divergence and learning differences
- Why is "experiential" not part of the learning principles?
- Need to tweak K-4 students taking ownership of their learning – teach and guide them first then let them take flight
- Every student is unique – do all receive/utilize individual and unique academic lessons?
- Community principles – focus should be more on student opportunities and less with fiscal responsibility
- Community principles – how are we tying the collective academic achievement to a "rising tide lifts all ships" mentality?
- Community principles – fiscal responsibility – enhancing cross out skills replace with life skills?

DISAGREE WITH

- Some pieces seem overly complicated
- Too much detail makes it difficult to accomplish – is this too much?
- Separate from what is happening with students from what teachers are responsible
- All things have quality what specific qualities are sought and promoted?



The "Document Edit" Protocol – Focus Areas and Goals

Our Process:

The Goal: To move the Focus Areas and Goals from "Draft" to "Final" by identifying areas of strength, confusion, and needed refinement.

Your Role: Table groups reviewed the goals and action steps for their chosen Focus Area.

The Rule of Consensus:

- Each item was discussed as a group.
- **A highlight was only applied if the majority of the table agreed on the feedback.**
 - This ensured the feedback represented the collective "voice of the table."

The Color Key (How to Highlight)

-  **YELLOW: Needs a Tweak**
 - The intent is good, but the wording needs refinement or the "how" feels slightly off.
-  **BLUE: The "Wonder" Zone**
 - You have a question, need more data, or aren't sure how this would be measured.
-  **PINK/RED: Re-evaluate**
 - You disagree with the step or believe it is unrealistic given our enrollment/resource realities.

FOCUS AREA 1: Academic Achievement and Future Readiness



Yellow - "Needs a Tweak"

Section	Notes
Learning Pathways	Will this be obsolete due to rapid changes in AI/Technology. Worry about our students well being; so, <u>Balance</u> will be necessary.
Academic Achievement & Future Readiness	
Technology Standards	
"Establish a Committee to create a continuum of experiences from Freshman Year"	
Add NHSAS to "...61st percentile in NHSAS (add) NWEA..."	
Design the POG and Build a Shared Understanding	Work with Principal of ILMHS to refine.
Continue implementation of CBL...	Add language about reporting alignment
Evidenced Based Literacy...	Reading comprehension? Vocab? "The other side of the reading rope."

FOCUS AREA 1: Academic Achievement and Future Readiness



Blue – “Wonder Zone”

Section	Notes
By 2031, 70% of students in:	Testing: How do we manage the expectation & messaging?
	Testing: How do we work with students not managing not meeting expectations?
Portrait of a Graduate	Compassion/Empathy needs to be added.
	How to add students into the community?
Evidence Based Elementary Mathematics, Literacy, and Science	Consolidation of evidence based programming.
Assessment Practices & New Hampshire State Assessment	Combine assessment practices & NH State Assessment.
Post-Graduation Planning	Weave into POG
...70% of students in Grades K – 8....”	How does this fit with the K – 2 vs 2 – 5 differences in the NWEA? Where does NHSAS fit in?
“Annually hold Parent/Community Learning Sessions on ILSD...”	What about other curricular programs the schools use?
“Implement and monitor Mystery Science K – 5 with additional supplementation of Foss Science Materials.”	Is this going to be the 2 programs <u>all</u> classrooms will use?

FOCUS AREA 1: Academic Achievement and Future Readiness



Pink/Red – “Re-Evaluate”

Section	Notes
Highly Effective Instructional Strategies & Practices	Feels micromanaged. Teachers like more flexibility and creativity.

New Idea

Notes

- Compassion and empathy in both mission, vision, and Portrait of a Graduate.
- Support for 5 year post-graduation plan for when challenges come up & the need to pivot – continued advisory?
- Potential requirement for clubs, sports, extra curricula, etc.
- Opportunities for more parent/guardian involvement and engagement.

FOCUS AREA 2: Student Experience, Athletics & Well-being



Yellow – “Needs a Tweak”

Section	Notes
Behavioral Health: ...reduce the total frequency of Tier 1, Tier 2, and Tier 3...	Overall Tier 1, Tier 2, Tier 3 reduced or each level reduced by 25%?
Program of Studies	Add missing quote at end of first bullet.
Athletic Performance	Participation
Off Season Conditioning	
Project Based Learning	Shift to Focus Area 1

FOCUS AREA 2: Student Experience, Athletics & Well-being



Blue – “Wonder Zone”

Section	Notes
Behavioral Health:...supports and interventions	Will this be measured by cohorts? Grade levels?
Out of School Suspension Program	Wonder what this program would look like!
Evaluate School District Division Level and Act on Findings	We wonder if this is the right move
Mentoring	We like the idea, but need more information on who stakeholders – student-to-student community members.
OSS	Is this developing an alternative program & what does that require?
Athletic Skill Development Co-Curricular	What does this mean?
Positive Behavioral Supports & Interventions	Need more clarity on “positive behavioral supports and interventions”
Well-being	Does well-being include food, diet?

FOCUS AREA 2: Student Experience, Athletics & Well-being



Pink/Red – “Re-Evaluate”

Section	Notes
Win/Loss Record	Win/Loss record is not indicative of growth.
Spectators	? unrealistic Booster Club
Volunteers	Unrealistic when we are having a hard time recruiting coaches.
Athletic Performance	Expand Athletic Performance to include other extra curriculars (i.e. Robotics, Theater, etc.) Consider other ways to measure success beyond win/loss percentage
Athletics	Perhaps consider removing “athletics” and making it “student experience and well being”

New Idea

Notes

Focus on younger teams to prioritize more equal playtime.	Farm to cafeteria collaboration...
Community opportunities and engagement to students prior to entering kindergarten to prepare them for school	The adoption of the action steps on the last page for <u>all</u> extra curricular activities.
Explore expanding voc/tech/speciality areas of curriculum – CNC; – Ag	Creating partnerships to expand opportunities

FOCUS AREA 3: Community Connection & Civic Partnership



Yellow – “Needs a Tweak”

Section	Notes
“Annually establish and maintain a schedule for meeting...”	Take out meeting.
Community Outreach	Saturate – inform; marketing – communication “Continue the implementation of communication tools that will inform and reach the nearly 10,000 residents of Center Harbor, Meredith, and Sandwich with consistent district news, achievements, and engagement opportunities.”
Community Outreach	Include students in the action plan steps.
Family Engagement	Continue K – 6; Develop 7 – 12
Civic Governance	More effective ways ask for time on Selectboard agenda
Community Outreach	Saturate too strong of a word
Service	Don’t just identify need, also identify <u>value</u> .
Community Outreach	Change language from “rich” to “enriching”; Add more of an explanation of the intended outcome; what is the goal? What was the outcome/impact of the service learning projects?

FOCUS AREA 3: Community Connection & Civic Partnership



Blue – “Wonder Zone”

Section	Notes
Community Outreach	Make clear that the PT Marketing Position is responsible for the Annual Marketing Plan
Service Learning	Clarify whether same advisor stays with class or if the advisor changes are tied to the school they work in? Are there different models of advisement within each level of the school? How does this work in Sandwich with their multi-level learning?
Family Engagement	Clarify continuing vs exploring? Also, consider impact on families having to take time off from work if they have multiple kids.
Community Outreach	Could we get some buy-in from local businesses to advertise our programs (athletics, robotics)
Community Outreach	Could we use the sign by the MHS more effectively (???) volunteers help with teacher ed?
Volunteer Coordinator	What would we eliminate to create a position for volunteer coordinator?
Volunteers	Could the ASC in Sandwich be a model for PTO's in other schools?
Community Outreach (Action Steps)	Can the marketing position/plan be student led more authentic? Sounds too much like a “business”
Community Membership	Community at large? School community?
Saturation Level	Is this a waste of energy? Should we worry more about getting people engaged before tracking metrics?
Civics	Can we make it more “statewide” as far as community/civic – Kid Governor Program?

FOCUS AREA 3: Community Connection & Civic Partnership



Pink/Red – “Re-Evaluate”

Section	Notes
Civic Government	Action Steps repeat stated goals are not actionable steps
Service Learning	Can you use existing student leadership rather than apply HS model to elementary?

New Idea

Notes

Ensure community is referenced in Action Steps.

Service learning – add action step: include number of community service hours for graduation. Describe these as flexible, creative, and accommodating opportunities.

FOCUS AREA 4: Operations, Facilities & Stewardship



Yellow – “Needs a Tweak”

Section	Notes
Construction Timeline	Timeline constraints should be outlined by a facility master plan to be developed. Is starting January (mid session/mid-winter) realistic? Maybe not depending on the plan and needs identified. The end date is hard to determine.
Efficient Scheduling	Discussion of different needs 7 – 9 and 10 – 12 based on developmentally appropriate needs
Efficient Scheduling	Needs to focus on kids first: 1. Strong program offerings; 2. Efficient staffing; 3. Fiscally sustainable; reword to align with priorities.
Efficient Scheduling Action Steps	Add: Collect (Committee, Survey) Staff & Admin (variety of stakeholders) input on schedule models & impacts
Efficient Scheduling Action Steps	This depends on what schedule model has been chosen. Professional learning may not be necessary for all.
Facility Design	“...in a fiscally feasible way.” “and flexible adapt fluidity as demographics may drive change.”
Efficient Scheduling Model	What is the input process for how these decisions will be made? Prioritization – of deciding what gets cut – if it comes to that. Let’s have input before the town meeting.

FOCUS AREA 4: Operations, Facilities & Stewardship



Blue – “Wonder Zone”

Section	Notes
Future Forward Facility Master Plan	<p>Add the action item – Public input process. Are we ready for a consultant? Do we know what we want? How will the consultants be guided? How will the future demographics be incorporated into this work? Why are we projecting a bond? Is there an assumption baked into the action items?</p> <p>You need to know what the end goal is before hiring a consultant – consultants need to be guided in order to have a high-quality process. There is a needs list for facilities and they seem to get deferred.</p>
Construction	Start January 2030 – is the date arbitrary? So, March 29 would begin the process?
Efficient Scheduling	Model Selection – Who would work with the principal?
Administrative Efficiency	Paperwork friction – what does this mean?
Administrative Efficiency	Action steps – Is this structural or procedural? Job descriptions – is there a more streamlined way to organize responsibilities for these roles? Who is going to do these things? Who has free time to do the analysis? The point person is missing.
Fiscal & Human Capital Stewardship	Is there an inherent assumption that this is happening? Is the current atmosphere fiscally responsible? Some of this is beyond the control. Action item – better communication (and direct emails) <u>and</u> engagement so that things come out <u>before</u> the town meeting.

FOCUS AREA 4: Community Connection & Civic Partnership



Pink/Red – “Re-Evaluate”

Section	Notes
Budget Facilities Consultants	Current in-house expertise – get input from teaching staff about functionality

New Idea

Notes

Mobile finger scanner at school events.

Egress to prescott park

How does a multi-age model fit into the strategic plan?

Do revenue producing opportunities exist for a school?